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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies: revolution and conflict. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, suggestions for integrating it with the rest of K-12 social studies program, and suggestions for initiating the unit. The main text is presented in four columns: content, teacher contribution and directions, learning activities, and resources. There is a short section on evaluation, a cumulative record of one teacher's use of the unit, and detailed lesson plans prepared by another teacher. OBJECTIVES AND ACTIVITIES: General objectives are given in the introductory material and specific objectives are included in the lesson plans in Addenda 2. Student activities are included in the main text and also in Addenda 2. INSTRUCTIONAL MATERIALS: Films, filmstrips, tapes, and books are listed in the main text, and bibliographies are also included for the two addenda. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054102

SOCIAL STUDIES CURRICULUM DEVELOPMENT PROGRAM

Unit III

Revolution and Conflict

5th Year

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Social Studies, K-12
Unit III, Revolution and Conflict, 5th Year

Overview of the Unit

Developing a concept is an intricate process. If the concept is broad in interpretation and applicable to many areas of learning, it is wise to proceed systematically. If the experiences of students include sudden or drastic changes to which the word 'revolution' applies, capitalize on them. Political revolutions rarely fall within these experiences of our children. Look for other domains--rapid changes in methods of transportation, in science, in technology, in medicine. How does the word 'revolution' apply? What connotations does the word have--fight, quarrel, riot, revolt? Build a broad framework around the word itself. Help students verbalize with understanding. Apply revolution to feelings of refusal to accept the status quo.

At this point you may help students see why groups riot in our streets. You may be able to help students understand that rioting and revolting are often emotional, not logical, approaches to problems. Perhaps there is some point to relate to the American Revolution, but it should have as much meaning as possible in terms of people and their problems.

From this introduction of perhaps two or three weeks of exploring revolution and conflict, develop discussions around the settlement of conflict. Use the American Revolution information as an example of serious conflict involving an old established nation and colonials from many areas. Emphasize the outcomes in terms of man's needs to be self-directing. Emphasize also the harsh problems, conflicts, and compromises in establishing a new organization (a nation) after a conflict has subsided. Ready the children for the understanding that most serious problems--such as creating the United States Constitution--require harsh compromises, often accompanied by bitterness. We try to examine our problems more thoughtfully if we are mature and wise.

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Political Science

2. Governments are established by men. In some situations people delegate authority to government; in others, authority is imposed.

3. Political ideals, values, attitudes, and institutions develop and change over a period of time.

4. Democracy is a form of government in which decision-making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.

5. Responsible citizenship involves active participation in the process of governing.

Economics

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

Geography

3. A human settlement, whether a single residence or business or metropolis, is related to other places which supply it or receive from it goods and services in a form of geographic linkage.

4. A region is a mental concept useful in organizing knowledge about the earth and its people. In some respects a region may have relatively homogeneous characteristics; in others, relatively distinctive aspects.

Step II Translate the broad concepts into specific ones by using the content.

1. The story of America is the story of change. Some changes have been evolutionary while economic and social changes, moving swiftly, have often caused open conflict.

2. Tracing the continuity of American development illustrates a nation rich in resources and ingenious people who have brought about a very rapid growth.

3. Resolving problems that began with the earliest settlements along the Atlantic Coast forced the American people into action that was sometimes revolutionary.

4. Searching for causes of revolutionary behavior compels us to understand the history of events.

5. As we look at the strife over rapid changes that have taken place in the American past, we are able to separate the important chain of events from the trivial, but when emotions are involved in present decisions, we do not make them calmly.

6. Groups of people have fought because they believed in a cause they felt could not wait to be settled by cool, deliberate action.

7. The French Revolution, timed with the American conflict, reflected values of the universal common man.

8. Revolutionaries may reject their own historical backgrounds to accomplish the purposes of their new groups.

9. When the colonists found new values and attempted to develop an orderly stability, they were in conflict with the old order in Europe.

10. People may be in conflict when they searched for common principles of government.

11. Constitutions must be changed periodically to reflect the changes in the society represented by the constitution.

12. Democracy in America can be strengthened, sometimes slowly and painfully, by the involvement of many people.

13. During periods of rapid change the wants and needs of people may not be easily met.

14. The southern and northern colonies learned they needed resources from each other.

15. Groups of people, living in geographic areas, sometimes found themselves to be supportive of each other.

Step III Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes
   a. To create a feeling that change is inevitable, and often fills us with a sense of exhilaration.
   b. To help students look with tolerance upon other people who have problems and conflicts to solve, or more realistically, to resolve.
   c. To help students see that revolutionary behavior needs analysis.
   d. To encourage students to see scientific, industrial, agricultural, and technological changes in terms of their effects upon society.

2. Knowledge
   a. To help students gain knowledge by reading, listening, observing
      1) historical changes in the story of early America
      2) historical changes and developments in
         science -- electricity, medicine, transportation
         industry -- packaging, production, processing
         agriculture -- conservation, hybrid plants, animal feeding
         technology -- machinery, automation
      3) process, meaning, and pacing of change (revolutionary, evolutionary?)

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

In helping ten-year-old children develop their first formal concept of revolution, search for many examples of a sudden, radical change -- in growth of the body, in families, in transportation, in communities, in science. Encourage them to gather information. Organize your strategy for accomplishing your goal of applying the concept to the American Revolution. This is slow moving if contrasted with following the pages of a textbook. But building a conceptual framework is economy in learning. By postholing true understanding the principles learned result in a transfer and applicability to new learning.

Steps for moving from Social Studies Guidelines, K-12 to daily procedures in the classroom:

Step I Select several appropriate basic concepts from the six social sciences.

History

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.

2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

4. Acts and events have consequences (cause and effect). Causes are rarely simple. Consequences may be predictable or unforeseen; some are short-lived while others are long lasting. A knowledge and understanding of the past is useful in meeting the problems of the present, but history offers no immutable laws or inevitables upon which to base decisions.

5. People tend to judge or interpret the past in light of their own times. Each generation seeks to rediscover and verify the past. The historical record is always influenced by the times and culture of the historian. (Study the nature of evidence.)

6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

Anthropology

2. Human beings everywhere shape their basic beliefs and behavior response to the same fundamental human problems and needs.

Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

b. To encourage students to organize knowledge to make it meaningful and useful.
c. To build an understanding that the word revolution has multiple applications.

3. Skills
   a. To encourage students to communicate more effectively
      1) listen courteously with the intent of reacting
      2) speak opinions sparingly, but use evidence and data to support a basic statement
      3) choose appropriate and precise words
   b. To encourage students to use many resources to gather data -- use of film strips, recordings, flat pictures, newspapers, magazines, resource people, TV, field trips
   c. To help students develop skill tools (personal)
      1) Use of the dictionary
      2) Use of the atlas
      3) Use of table of contents
      4) Use of index
      5) Use of glossary
   d. To encourage students to withhold judgments until enough data is gathered for statements

Step IV Refine general objectives into specific objectives that guide.

1. To develop meanings of revolution as applied to rapid change in medicine, industry, and agriculture.

2. To trace the history of change in one or more areas, e.g., in transplants, in packaging goods, or in agricultural machinery.

3. To introduce students to rapid changes in conditions of human beings that compel them to quarrel, riot, or revolt.

4. To explore with students some possible behaviors to substitute for force as a means of solving problems.

Performance Criteria

1. Students will use all means to locate information available to them:
   a. Use the index to locate specific pieces of information
   b. Use the table of contents to know the organization of an author's work
   c. Keep a dictionary on his desk for immediate use anytime he is searching for information.
   d. Use a film strip independently as a source of information
   e. Use sets of encyclopedias but never copying without knowing he is quoting from a source.
   f. Use geographic sources to cross reference historic content.
   g. Use appropriate charts and tables to show historic records of change

2. Students will prepare picture collections or sketches of their own to show change over a period of years to determine whether these were slow or revolutionary changes.

3. Students will organize data from several sources in preparing talks of information for the class. More able students will prepare visual materials to accompany data.

4. Students will write sentences using the words rebels, rebelled, rebellion, rioted, revolt, revolution and revolutionary in terms of change, e.g.,

   The colonists who did not accept the decisions of the King of England were called <u>rebels</u>.

   When the colonists <u>rebelled</u> against the tax on tea, they called their <u>rebellion</u> the "Boston Tea Party".

   Many people have <u>rioted</u> in the streets of American cities.

   Sometimes we <u>revolt</u> against unfair treatment.

   We have had a complete <u>revolution</u> in the methods of farming in South Dakota.

   George Washington could not believe his eyes if he were to see the <u>revolution</u> in transportation.

   Do you believe it is <u>revolutionary</u> to have our work done by pushing buttons?

   Some people <u>rebel</u> against Negro or Indian people who ask for equal opportunity.

5. Students will examine hypothetical situations and try to create solutions or explain possible compromises:

   a. If the class is made up of only Negro children and a white boy arrived as a new member, explain what you would think appropriate for the Negro children to do.
   b. If rules such as those listed below were made for your school, and you felt rebellious, how could you resolve the problem?
      1) Everyone must leave the school grounds at once when school is dismissed.
      2) There are to be no school parties this year.
      3) Boys and girls under 12 years cannot attend basketball games without an adult accompanying them.
   c. Your teacher announces that spelling practices will be given only on the tape recorder this year. She will not pronounce the words. You may replay the tape if you're not sure of the words you are to write.
   d. There is to be a teaching machine in the library that will help you learn mathematics. If you can sign up to go in for practices, how often will you go?

SUGGESTED WAYS TO INITIATE THE UNIT

Idea 1

Have a variety of current pictures on the bulletin board several days before the unit is to begin. Use pictures of hippies, a patient in a modern operating room, a computer, a TV set, hybrid seed corn, a rocket ship.....arrange and pose a question:

What do all of these pictures have in common?

"They tell us about today."

"They're modern."

"They are things my great-grandpa would not know about."

--Introduce the idea of change.

Idea 2

Arrange a series of Now and Then pictures.

Then	Now
Old Film Shot (Movie)	New Colored Film (Cinerama type)
Indian Travois	Jet plane
Prairie Schooners	Modern car on South Dakota highway
Boy's clothes (knee pants) "blue serge"	Boy's clothes (knit clothing) Polyester fabrics
Girl's hoopskirts	Miniskirts

Discuss the pictures and ask

1. Why did the changes occur?
2. How much time is there between the Now and Then?

Idea 3

On the opaque projector show some world trouble spots in terms of people--fighting, looting, rioting, hungry children. Locate some of these happenings geographically. Explore how children feel about these human events.

Play a game of "I wonder....."

I wonder what caused the fighting.....

I wonder what would happen if we stopped fighting.....

I wonder why people loot the stores during a riot.....

I wonder what caused this riot.....

I wonder if we have enough food for the hungry children in the world?

Idea 4

Play game of association. Show a series of real articles (or pictures) and have children write the first word that comes into their minds. (Teachers, predict for yourselves some possibilities).

1. Flag (country, patriotism)
2. George Washington (President, general, Martha)
3. Liberty Bell (freedom)
4. War (fighting, hate, blood)
5. A peaceful 4th of July celebration (happy)
6. White House

Write columns of words suggested by students but stop when you make the column of War words. Encourage children to express feelings and attitudes. Add suggested words of your own to include rebellion, revolution, conflict, or other words as children can accept.

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
(With emphasis upon teaching as <u>process</u> read the attached cumulative records of two pilot teachers who used the content of the American Revolution as a pivot to develop <u>Revolution</u> as a concept. (Addenda #1 and #2)	Prepare bulletin boards to be used for introduction and teaching of the unit.
For example, content centered around -	Organize references by creating a library corner or table. Often it is more helpful to add a few new resources each week rather than put them all out at once.
1. Teacher-pupil planning of content that interested and concerned students.	Open discussion with children, e.g.,
2. Setting up criteria for work to be done.	1. Refer to bulletin board on CHANGE
3. Organizing study patterns.	2. Review the American Revolution if the children have been previously exposed to it and tie it up with riots and rebellions of today.
4. Organizing data and information to make it usable.	3. Plan the unit with children after you have ascertained their interests and the direction you can most profitably take.
5. Respecting students and their abilities.	
6. Listing to students' evaluations.	
7. Teaching children in terms of realities.	
8. Evaluating often with the children.	
Content for American Revolution (This may or may not be taught as a sub-unit first.)	Move into planned content when purposes for study have been agreed upon.

LEARNING ACTIVITIES	RESOURCES

Observe bulletin boards or displays in the room. Confer with class members on what is common among the events pictured. During first discussion period state some guesses.

Add observations about current affairs pertaining to change:

1. New political leaders
2. New conflicts among nations
3. New products introduced
4. New styles
5. New events in the community
   a. Reorganization of school districts
   b. New school programs
   c. New buildings
   d. Storm damage and changes

List changes in their families:

1. A new baby
2. A new pet
3. A new toy
4. A change of cars
5. A room added to the house
6. A relative has moved

Bring new pictures for the bulletin board (encourage contrasts)

1. Baby picture - ten years later
2. My dad's first car - our car today
3. First president - today's president

1. Your World and Mine
   Jack McClellan
   Ginn & Company 1965

2. Great Names in American History
   Eibling, King, Harlow
   Laidlaw 1965

3. Life in America, Past and Present
   Mahoney
   Harper, Row 1965

4. Our Country
   Eibling, King, Harlow
   Laidlaw Brothers 1965

5. Your People and Mine
   Dederick, Tiegs, and Adams
   Ginn and Co., 1966

6. In These United States and Canada
   Preston and Totle
   D.C. Heath and Co., 1965

7. Exploring the New World
   Follett Publishing Company of Chicago

8. The Changing New World, North and South America
   Cooper, Sorensen and Todd
   Silver Burdett Co., 1967

9. The World Book Year Book, 1967
   "Russia: Fifty Years of Turmoil"
   pp. 163-198

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
I. Background of the American Revolution A. The common man and royalty 1. Europe 2. China 3. India B. The common man's desire to improve himself 1. Magna Carta 2. French people and their striving for liberty 3. Need for better living conditions C. The arrival of colonists in America 1. Settlements 2. Leaders 3. Problems 4. Control of their affairs a. Attempts to set up a government in each colony D. England's viewpoints on Colonial America 1. Position of the king 2. Desire to keep colonists under control and obedient to English law	Use current discussion about the selection of "queens" - Miss Teen-Age, Miss America, Mrs. America, Soapbox Derby Champ - 1. Why do young Americans like to be chosen "champs" or queens? 2. What is a queen? a king? 3. What are some other names for kings and queens? 4. Why do we not have a king or queen at the head of our government? 5. What are some differences between countries that have monarchs and those that have other forms of government? 6. How is the decision made to have or not to have a king or a queen or a president? 7. How did the people in our country decide to elect a president? The story began long ago -- Give children some background about the period of the Middle Ages, the rise of Feudalism, the Divine Right of Kings and the place of serfs or human beings who were "owned". Use pictures of medieval castle and tell as much (Or as <u>little</u> of the story) of the <u>common</u> man in Europe between 1300-1600 A.D. as children show interest in - and will be pertinent to raising the questions: <u>How do common people solve their problems when they believe they are being treated unfairly? When the common people try to change the patterns of their countries suddenly, what events may take place? When events force people to make changes, how do people behave</u>? Center study, class work, and discussion around the early colonial days to find answers to the questions above.

LEARNING ACTIVITIES	RESOURCES

Examine teacher's display of queens crowned this summer and fall -- Miss Wool, Miss Stockgrower.....

Discuss questions raised by teacher. Add questions of your own to ask of each other.

3. monarch
   shah
   "Her Majesty"
   "His Majesty"
   a ruler
   king
   queen

Listen and observe the teacher's report (lecture, talk, demonstration, on the overhead, or her tape) on how the story of our election of a president began and why we changed from the ways of the Europeans.

9. Knowing our Neighbors in the United States and Canada - Carls, Norman, Bacon, Phillip and Sorenson, Frank E. Holt, Rinehart and Winston, Inc., 1966

10. Our Wonderful World Encyclopedia 18 volumes

11. Exploring With American Heroes Follett Publishing Co. 1967

12. Childcraft - Vol 12 Pioneers and Patriots

    "A Ride that Made History"

    "A Trick That Worked"

    "Trapped in a Hayloft"

    "A Nickname That Stuck"

    "A Daring Attack"

    "The Swamp Fox"

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
VI. The Outcomes of the Conflict A. How do we figure the costs of settling our problems by war? B. What new problems did the colonists face after they became independent? 1. Clearing away war damages and building a new country 2. Settling quarrels among the different colonies 3. Deciding on how to build a nation of their own	Simulate the problems of settling differences and the problems that arise: A. Two boys have quarreled 1. A quarrel (words) 2. A quarrel leading to a fight (simulated) 3. What happens if one has an overwhelming victory? 4. What happens when there is a "draw"? 5. Predict the behavior of each boy after the four preceding experiences.
VII. Building a New Nation A. Meetings of Continental Congress B. The Constitution C. Leaders	B. Two students are running for class president 1. Competition (by words) 2. Campaigns (competition by action) 3. Election - one candidate wins overwhelmingly 4. A tie vote 5. Predict the behavior of each candidate after the four preceding experiences. C. Two countries have been at war 1. Disagreements (by words) 2. War (competition by action) 3. One country wins overwhelmingly 4. War is carried on for many years 5. Predict the behavior of the leaders of each country in each experience.
	Current news can be related throughout the unit, but as generalizations are stated, begin to apply them to the world in which the children live. Encourage children to plan and work in groups or as individuals, to learn about the conflicts today that have led to revolt. Raise questions with them and select some common areas in which all groups can work. (See how Mrs. Davies accomplished this in Addenda 1) As children prepare ways to interpret their data to the class, plan time for them. Use common discussion time to help them arrive at generalizations.

LEARNING ACTIVITIES	RESOURCES

Discuss hypothetical situations with class members. Illustrate points to be made (role-playing) to give rise to real feeling involved in situations.

State generalizations relating to hypothetical situations and the American Revolution (Teacher: Accept these statements in the normal language of ten-year-old children)

1. Variation in resources, production and distribution caused conflict in the colonies
2. England's harshness with the colonists was due partly to her need for money to pay war debts.
3. When people cannot accept pressure, they often rebel.
4. A medium of exchange is essential to economic development.
5. The colonists were compelled to adapt their ways of living to the conditions they found in America
6. Lack of communication increases conflict
7. In spite of differences, people hold many beliefs in common
8. Hardships and tragedies often bring the people of a nation together

Generalizations to develop and state as the concept of revolution is applied to areas other than the American Revolution:

1. New ideas in education, science, music, clothing, housing, technology, race relations, economics - all are emitting cries of revolt.
2. Political revolutions, such as the American Revolution, are going on in many areas of the world.
3. Some people believe their needs can be met by revolting against present conditions.
4. New advances in medicine can lengthen life and at the same time offer the possibilities of making it more pleasant.
5. Revolutions in agricultural methods are bringing about changes in South Dakota.
6. Resistance to the movement of change and rejection of new ideas can create long-range problems for a culture.

<u>Our Constitution and What It Means</u>
William A. Kottmeyer, $ .96
Webster Division McGraw Hill, 1965

<u>The American Revolution 1775-1783; A British View</u>
Clorinda Clarke (Grade 5 up)
$3.50 McGraw

<u>Give Me Freedom</u>
McNeer and Ward
$3.15 net, Hale Cadmus, 1967

<u>We The People</u>
Leo Huberman, New York:
Harper, 1947

TEACHERS

1. <u>Revolt U.S.A.</u>
Lamar Middleton
Stackpole Sons 1938; New York

2. <u>The Price of Revolution</u>
D. W. Brogan
Harper & Brothers 1951

3. <u>Revolution in Electricity</u>
Martin Mann
The Viking Press 1962

4. <u>The Teachers' Handbook for Elementary Social Studies</u>, Hilda Taba, $3.00
Addison Wesley Publishing Company,
Palo Alto, California 1966

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
IV. Rise of leadership A. Characteristics of a leader B. Behavior of leaders in crises C. Characteristics of followers D. Behavior of followers in crises E. Colonial leaders and their roles F. Direction of leaders during the revolt of the colonists G. Need for leadership 1. Military 2. Political 3. Social 4. Economic H. Leaders to introduce to students George Washington Paul Revere Samuel Adams Patrick Henry Thomas Jefferson John Hancock John Paul Jones Thomas Paine Ben Franklin Alexander Hamilton ----and others	Possible questions (other than fact questions) to raise in discussion throughout the unit: 1. Why did George III tax the colonies? 2. In what ways may taxes be placed upon people and how may they be paid? 3. Why did the early American colonists object to paying taxes? 4. What can happen to Americans today if they do not pay taxes? 5. Why do some people complain about paying taxes? 6. Had you lived in the colonial days, do you think you would have been a Loyalist or a Patriot? Why? 7. Why do we regard the Declaration of Independence so highly? 8. How are the debts of a nation paid?
V. The Conflict A. Major military plans B. Actions and reactions of the colonists	

LEARNING ACTIVITIES	RESOURCES

Group planning and dramatizing

Create speeches for the kings as they plan a new tax or law to keep the colonists under control.

Create speeches for the kings' supporters.

Create speeches for those who disagree with the king.

Pretend you are a colonial patriot. Write a strong letter to the king about each Act he makes.

Give a speech to your fellow patriots Encourage them to believe as you do.

Be a Loyalist colonial.
Try to persuade the colonists to remain true to the English king.

Evaluate the letters, speeches, and the dramatic skits.

1. Did the speaker make you believe what he said? How?

2. Did the speaker use enough facts to show he understood his role?

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
II. Life in the Colonies A. Variety of Colonies 1. Economics 2. Geographic 3. Social B. People 1. Ways of living 2. Frontier problems 3. Leaders 4. Problems of organizing a. Make rules or laws b. Power of the Church c. Conflict between those who expected to obey English laws and those who believed they should make their own rules.	Ask students to give background of the arrival of colonists, the settlements, and the problems they faced. Develop thinking processes by asking students to consider the viewpoints held by the Loyalists and those held by the colonials.
C. Communication 1. Lack of roads 2. Lack of mail service 3. Problems caused by delays	Help children plan a series of socio-dramas or role-playing sequences in order to help them see that the behavior of the mother country seemed just as reasonable to them as the colonists' behavior appeared to them.
III. English Rules and Attempts to Force Colonists to Obey (Causes and Effects) Note: Build a constant rise in feelings as laws were made, disobeyed by colonists, new and strict laws tried until colonists felt forced to "hit back" or rebel. A. Navigation Act (1663) B. Proclamation of 1763 C. The Sugar Act (1764) D. The Currency Act (1764) E. The Quartering Act (1765) F. The Declaratory Act (1766) G. The Townshend Act (1767) H. The Committees of Correspondence (1772-1773) I. The Tea Act (1773) J. The Intolerable Acts (1774)	Guide children in choosing the British kings between 1663 and 1775. Name them and have boys who will take their roles. Choose other boys who supported the king. Name others in England who supported the colonists. Help children to play roles of colonists (Patriots) who wanted to make their own decisions and those who believed the colonists should be loyal to England. Give time to class to develop the <u>meaning</u> of conflict based upon strong personal beliefs or those that had meaning for economic success of a nation.

LEARNING ACTIVITIES	RESOURCES

Choose a recorder who will list possible answers to these 3 problems on the board.

Hopefully, the questions below can come from students.

Begin gathering data and information to help answer the question in detail:

1. Why did the colonists become so angry about the treatment they received from the King of England?

2. Contrast the viewpoints of the King of England and the colonial people.

3. How did the colonists earn their money? Why were there differences among the New England, Middle, and Southern colonies?

4. Why was King George so unsympathetic with the colonists' problems?

(Group children to work on problems above and share with each other what they have learned - by games, by TV presentations, reports, displays, cartoons, or dramas.)

Trade or Library References

1. Yankee Doodle
   Richard Schackburg

Films

1. The War Years
   Coronet

Film Strips

1. George Washington
   Encyclopedia Britannica

2. Bill of Rights
   Filmstrip of the Month Club

3. Our Constitution Filmstrips
   William A. Kottmeyer
   Set of five 115000 $31.50
   Webster Division
   McGraw Hill 1965

Tapes

1. WMAF - #17 All Men Are Created Equal, USD, Vermillion

2. Taxation Without Representation
   USD, Vermillion

CONTENT	TEACHER CONTRIBUTION AND DIRECTION
VIII. How people lived in the new nation A. Homes B. Schools C. Churches D. Social Life E. Economics F. Relationships of Negroes and whites	
IX. Conflicts Today (Riots, Revolutions, Changes) A. Negro and race problems 1. The continued rise of the common man a. Black Power b. Civil Rights B. Industrial Changes and the Role of Technology C. Revolution in the medical world D. Revolutions in 1. Architecture 2. Housing 3. Styles 4. Farming 5. Clothing 6. Music 7. Others	
X. Summary of Unit A. Objective 1 - Meanings of <u>revolution</u> B. Objective 2 - Tracing the history of change 1. American Revolution and the founding of a new nation 2. Consequences of change 3. One current revolutionary change that is occurring C. Objective 3 - Analysis of human behavior under the stress of change 1. Acceptance 2. Indifference 3. Rejection 4. Revolt D. Objective 4 - Problem-solving during times of rapid change	Teach application of principles to test accomplishment of objectives. Give meanings and illustrations to class in a game of relationships or sentences to write. (See Performance Criteria) Summarize in dramatic plays the independence of the colonists and how they founded (established) a government. Use the current situations to help children see that the cause-effect relationships exist, that we cannot resist some changes, and that revolution demands a price before equilibrium is re-established. The process of the last, when mankind's lot seems to improve, is known as progress.

LEARNING ACTIVITIES	RESOURCE
Children will write a paragraph about their own feelings toward change, e.g., 1. Moving to a new house, a new neighborhood, a new school 2. Living with friends while mother and father are gone on an extended trip 3. Accepting (or rejecting) a new member of the family 4. The loss of a class friend who moved away Discuss how feelings become stronger than common sense in many of the problems we face. Discuss other ways of thinking through these problems.	

EVALUATION

I. Student Self-evaluation
   A. Can each student describe with some accuracy the quality of his learning experiences?
      e.g., "I had always thought a revolution meant a war."
      "I didn't know revolution meant anything about the way people feel inside."
      "It's funny. I didn't know we could have a revolution in science."
   B. Can each student perform and demonstrate his growth in skills? (See Steps III and IV under General and Specific Objectives)
   C. Can each student state his needs for further learning? His interests in further learning?

II. Teacher evaluation of students
   A. What evidence do I observe that feelings of respect for others are developing--"my country", "my family", "other people like me".
   B. Do students express warmth and concern for people who face problems and conflict?
   C. Do students work cooperatively and openly when in groups?
   D. To what measurable degree have work habits and skills improved: gathering data from many sources, choosing relevant data, classifying data, using study tools (atlases, globes, maps, the index, table of contents, the library)?
   E. Has each one grown in persistence in completing a task?
   F. Have students gained facts? Can they relate and cluster and remember pertinent facts? Can they build concepts from their facts (and from other available experiences)?

III. Teacher self-evaluation
   A. How did my contributions help children begin to build the concept of revolution?
   B. Did my contributions help children grow intellectually? Morally?
   C. How might I have been more effective in planning and carrying out my purposes with children?
   D. Can I become more professional in teaching the next unit? In what specific ways?

CUMULATIVE RECORD FOR UNIT ON REVOLUTION

Fifth Year

Before Day 1

Personal data inventory used to determine committee chairmen and members according to the suggestions of the pupils and sociometric information.

Day 1

Think Fast (game)

Each child had a dittoed copy and a piece of cardboard to use for covering a list of words. Instructions were to follow the screen, uncover one word at a time, write down the first thing that came to mind when the teacher read the word. I used the overhead projector for my copy.

Discussion: Various pupils read their words; we noted variety and similarity; we mentioned why certain words appeared. More time was spent on #6 - revolution - because this was the word for study. Associations were as follows:

War	21
Independence	1
History	1
Social Studies	1
Freed	1
Russian	1
America	1
Colonists	1

We had studied the American Revolution in the fall, which probably accounts for the reaction. The children knew only one meaning of the word revolution. It had not become a concept with broad interpretation.

We worked on brown paper, Chart No. 1, to name all the revolutions we knew. Instructions were to be ready to decide which revolution would be a good basis for deciding what to study about a revolution, and which present-day ones we would like to study. These were named to use for consideration:

American	Cuban
French	Agriculture
Russian	Medical
Hair	Scientific
Clothes	Transportation
Negro	Industrial
Music	World War II

I met with the five committee chairmen to discuss their duties, get their acceptance, give them the lists of members of their committees, and ask for their approval of these groups. A few minor changes were made in groups.

Day 2

After consideration of Chart 1, children suggested that World War II should be taken from the list because it was not a revolution. These revolutions were nominated to serve as our basis: American, Industrial, Negro. After discussion and support (or criticism) by various students, the vote was taken and came out:

Negro	11
American	10
Industrial	7

Next, we set up our criteria for study. They suggested: Why, How, When, Where. After discussion we decided very few knew enough of the Negro Revolution to use that as a foundation for comparison. A second vote was taken with these results:

Cumulative Record

American	21
Industrial	0
Negro	5 (with 2 not voting)

Then we tried to set up topics around which we might organize information: (in this order)

Causes
Leaders
Methods
Trigger
Help

We decided war could not be used to match many revolutions that had been suggested, and chose CHANGE as a better word. Instructions for the next day were to be ready to decide on 5 revolutions to study--remembering to choose a variety with one that represented a warlike revolution.

Questions: How will we decide what our group will study?
Think about this and be ready with ideas.
Are we in the group with the person we suggested as leader?
As much as possible.
What kind of a report will we prepare?
This is for each group to decide.

Day 3

We began with a review of what we had decided on Monday and Tuesday. They were ready with many suggestions for change in our list of topics--adding topics and rearranging. Terri, who had been absent the day before, asked what "trigger" meant. Monte, who had suggested this word, explained it meant as "trigger on a gun, that causes the explosion after the shell is there and there is a person to fire it". Note: Since our unit we have found this word used again and again in the newspapers in reporting of riots, new crops, etc.

As the list was discussed, the changes that were made produced these results:

1. Causes		
2. Leaders		
3. Method	3. Plan	
4. Trigger	4. Trigger	
5. Help	5. Method	5. Equipment
	6. Help	6. Method
	7. Outcome	7. Help
		8. Outcome

Cindy R. brought a little notebook with an idea she had worked out of using "method" before "leaders".

We voted on whether or not to have one group work on the American Revolution or just to use this as a basis to think back to when studying the other revolutions. Majority vote was to leave it for each group to use as a basic reference point. Note: Often our votes totaled more persons than were voting - some children always look around to see how someone else is voting, and are easily swayed to join the crowd or wait to see how many vote for the next item. Some vote more than once.

Cumulative Record

I felt we should classify the American Revolution so they would be familiar with the term "political". This was hard to get at until, with the use of the words change in government, Tim suggested politics, from which I explained political. Then we grouped all the political revolutions on Chart 1 and decided the Cuban Revolution was the political revolution which was nearer in time, area and importance to us. Colleen had been to Florida at Christmas time and had reported earlier on the boats moored at the pier in Key West. She was told by her grandma that these were used by Cuban refugees, so we had a small background for decisions on the Cuban Revolution.

After considerable pro and con discussion, and elimination of the revolutions least important to Americans and the world, we decided on our final list for study. Combining in twos satisfied those who held out for one or another. Monte was a student of the Russian Revolution and agreed this could be used with the Cuban since it involved Communism.

REVISED LIST

Cuban Revolution (including Russian Communism)
Agricultural Revolution
Negro Revolution
Transportation-Industrial Revolutions
Scientific-Medical Revolutions

The most difficult process was to match groups and topics. Groups met and chose a first and a second. Too many wanted Medical-Scientific (probably because of the recent emphasis on space and the heart transplant) so we had to move too many students. For instance: Eric (a chairman) wanted Agriculture (he lives on a farm) but none of his committee did, so he was moved and a new group formed of loners who wanted this topic. Some of his own group did move with him. We ended with one group of all boys and one group of all girls, whereas my original grouping had been an attempt to balance in that area.

This was time-consuming, but I was trying to keep in mind some of the items from the Merrill, Wisconsin, Social Studies Assessment List:

2. What evidence is there that the pupil is following one of his interests?
3. Is his experience with an activity successful and satisfying?
5. In what ways has he been allowed to express his own special interests?
10. Is he becoming a better analyzer and observer?

Tomorrow should bring a plan for the first real workout in groups. I will open with the question, "When you are in groups today for a work period, what do you think you should be able to get done? Just before the class period ends I will ask each chairman to report on progress. It would help them if we first decided on some goals for today."

(Perhaps 10 minutes for planning, 25 minutes work period, and 10 minutes for assessment.)

Cumulative Record

Day 4

We opened with a review of topics to look for in our study. I asked Cindy R. to tell us of her idea of the placement of "trigger" and "method" and give us the reasons. Several others had suggestions of different order so I explained that we do not have to follow this order for each revolution--it is just a guide.

Then I asked for suggestions for what to try to do today in our first group work session. These things were put on the board:

Choose a book.
Find the part you want.
Decide on a plan if possible
Write some notes.

Tom suggested that we don't make a lot of noise. (Who makes more noise than Tom!) I asked for a do rather than a don't.

Keep down the noise.

From this we made a short list of behavior suggestions. Most were negative and I asked for a positive form.

One at a time to talk.
Work.
Let others do something.

I tried to involve those who are a little reluctant to volunteer or who have trouble expressing their opinions. To me, the best course of study is of little worth if the child does not become involved and learn that his thinking can be of value. (And, perhaps, conversely, a poor basic set-up can be made worthwhile if the child does the planning and evaluating).

Groups were set up with one in the kitchen, one in the library, three in the classroom. I sent the more dependable groups out because I knew that the distance barrier would keep me from helping them as much. I varied the locations later.

At the end of the work period we used 10 minutes for chairmen to report what the groups did, and to present problems. Some problems were:

Didn't have enough material.
Didn't know just what to start on until Mrs. Davies helped us.
Keith forgot a pencil.
Couldn't find material in the book.
Everyone wanted to make maps.

Language lesson on this day was a follow-up with a skill lesson in the book, on what words to use to find information in the encyclopedia. (I use the language more as a reference book, taking a particular lesson when we have a need for that skill.) This will be followed by a skill lesson in using the index and the table of contents.

In the time left in the day, several students asked if the sample texts we are using for reference material would be taken home, showing they are concerned about getting into the material they need.

I felt this was a satisfactory lesson. The medical-scientific group had less material available because I had not anticipated this choice. By Day 5 I will try to have books available for them.

Day 5

1. Review of ideas to use to assess a revolution
2. Problems discussed
3. Suggestions of ideas to use in presenting our material to the class:

Charts
Opaque projector
Reports
Sing a song
Show a sample
Demonstrate
Overhead projector
Answer questions
Maps
Give a play
Draw a picture

One committee especially had a problem of the children visiting, not working. I asked the class to suggest a remedy which was rather obvious--keep to the topic. I told them I would give this committee added help on Monday. A later conference with the leader revealed more of the source of the trouble which was one dissatisfied girl and another who had a loose tooth and was getting advice on what to do about it. Closer supervision by me would have avoided this incident.

Day 6

Before the groups began working again I felt it was desirable to work as a class on grouping the types of causes. Through discussion we arrived at these:

1. Social
2. Political
3. Economic

As others were suggested we looked to the above to see if the new one was really part of one of these. We left it with just the three categories, but with the provision it could be added to.

Then we tried to name causes of the American Revolution that would fit into one or another of these groups. I instructed them to be watching for these types of causes as they learned about the particular revolution their group is studying.

One problem I have to deal with is that the children want to immediately find a book or encyclopedia with some material, copy it, and this is a report! One girl had hers ready after the first group session--and she didn't even know what the selection was all about!

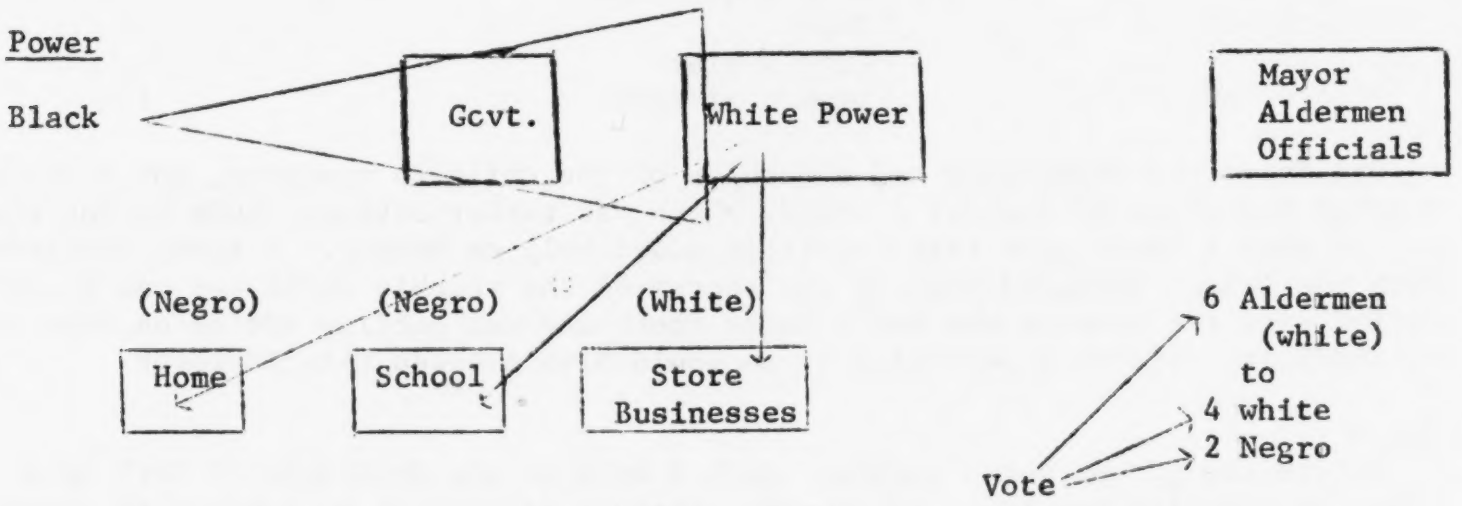
This is my objection to the use of the encyclopedia by young children. The information is so condensed, the sentences are so involved and word choice so difficult that they have great difficulty sifting it and presenting it to the class something on a fifth grade level. Perhaps lessons in actual reading and dissection of certain passages would be desirable. (This is an idea to work on during the summer, making copies of actual passages from an encyclopedia and how to reword them.)

After group work was finished we took time for discussion of problems the class might help with and since no one wished to mention any I explained that they need to read for several days before starting to write out the material.

Day 7

Speaker Rev. James Hanson of the Bethlehem Lutheran Church had just returned from a visit to the Negro ghetto area in Chicago. He had accompanied a group of college students who stayed there at least a week. He spoke to our entire class first, then worked with the group studying the Negro Revolution.

First he explained the word change, then went into some illustrations of the word power, such as power when you turn the key in the ignition of a car, or the power your Dad has over you when he says, "It's time to go to bed, Son." From this he developed the idea of White Power and drew a diagram on the board as he explained. He said the Negro now wants some of this power in his own hands and so he calls it Black Power.



Then he added the lower part of the diagram and told of the conditions he and his group lived in during their visit. Cabrini High Rise is a 20 story apartment house with 300 to 400 families--one elevator and a small yard. If they lived in a house it would be about the size of a house near our school, but would house six families, with one kitchen and one bathroom. He explained it is the white government that decides where the Negro shall live, what kind of house he will live in, etc. The white man controls the store and the prices are higher than in other stores, although the products are inferior.

If we lived in such crowded conditions, all of Aberdeen would fit into the school property represented by the Simmons Elementary, the practice fields, and the Junior High.

When the Negro looks for a job, he has to go to the white man, who gives him the job no one else wants. People say to him, "If you don't like it, go somewhere else", but he has neither the money nor the opportunity to go to another place. He used to say, "Okay", but now he is determined to organize and gain some power. There are two ways he can do it--by a slow peaceful way (voting) or by a quicker way (violence). He has learned that when he uses violence, the white man listens and gives him things he is asking for.

After Rev. Hanson spoke, he worked with the group studying the Negro Revolution while the other groups worked on theirs.

These are some of the questions asked of Rev. Hanson:

1. Peggy -- How did the slums look? (If you took your garbage for the whole year and dumped it on the lawn around the house, that would give you an idea.)
2. Susan W. -- Who are the leaders? (Rap Brown, Dr. Martin Luther King, Dick Gregory, Stokely Carmichael)
3. Cindy L. -- Did you see any gang members? (No, the ones we worked with were church children.)

4. What are the names of gangs? (He didn't know.)
5. Did you know about the Blackstone Rangers? (One of them was killed in Los Angeles while there for the Smothers Brothers program.)

Day 8 (three visitors)

As a continuation of the plan to develop the general outline we discussed the things we look for as we study leaders. I tried to write these as suggested by the students, although in some cases I tried for a more inclusive word.

I tried to call on students who seemed to be drifting instead of trying to help the class. By referring to leaders of the American Revolution and considering what they were like, the students had concrete examples to consider. In the fall I had read to them the book Johnny Tremaine by Esther Forbes which had wonderful material on the leaders. For some reason, this story had made a lasting impression on most of the students.

We have three film strips which are old but help give some basis for groups to understand the sequence of change. These are shown only in the group, unless they wish to choose some frames to show later to the class.

Machines on the Farm
Airplane Changes America
Jet Age Flight
From Artisan to Automation (newer)

The group on the Industrial-Transportation Revolution is having the most trouble organizing. They don't seem to get the idea of reading for background and then organizing for an interesting way to present their material to the class. "Make a report" seems entrenched in their minds. I have noticed earlier that in the matter of book reports it is very difficult to get this class to do anything original. In past years I have been besieged with short plays showing part of a book, but only one has been given thus far, and that didn't seem to inspire any others.

Our list ended up thus:

Leaders
1. Bravery
2. Organized or not
3. Prepared
4. Self-sacrificing
5. Age
6. Number

To me, Day 8 seemed like a nothing day. The intangibles that are hard to evaluate were probably there--pupils searching, questioning, thinking through ways to organize material, etc. But it is a slow process and I feel I need to be with each group a much longer time.

Day 9

This was primarily a group work day. The group on the Industrial Revolution is having the most trouble organizing their material. They don't seem to be able to figure out what to use and how to use it. I showed the film From Artisan to Automation and explained to them the various steps in the change in industry.

Cumulative Record

The group on Medical Revolution has trouble understanding some of the changes already made and in the future. I explained a few of the things they can present and we talked of a way to start their presentation so they have the interest of the class.

Day 10

While the class was together we reviewed from the chart the groups of causes. The concepts of social, economic and political causes are hard to understand--vocabulary is a stumbling block even though we use known concepts to explain the three.

Then we reviewed the things we look for in the leaders.

The group on the Cuban Revolution will present tomorrow so they used the gym for final practice. The others worked in their various places. I showed another film Industry Brings Changes for the group on industry. I believe they are finally showing an understanding of the whole thing.

All groups seem to be keeping at work better. I believe after the presentation on Tuesday by a superior group the others will gain more of a sense of direction.

Day 11

First Group Presentation -- Cuban Revolution

Tom started with a large picture he had made of Fidel Castro. Then he showed a map he made of Cuba and pointed out Havana, Guantanamo Bay and explained them.

Brenda had drawn flags of Cuba and of the Soviet Union.

Billy used the overhead projector to show pictures of Castro, the people of Cuba and a slave trader of Spanish days. Then Brenda told of Castro's plans and some of the history of Cuba. She explained how Castro tried three times before succeeding and how the people of Cuba cheered him.

Keith gave facts and figures of Cuba, number of persons per square mile, products, Independence Day, etc.

Monte explained about Che Guevara, what he did, what happened to him, and his part in the Vietnamese Revolution.

Cindy R. presented a resume of the leaders since the overthrow of Spain. She spoke entirely from memory and pronounced the Spanish names without faltering. Usually she has a low, timid voice, but every word could be heard clearly. Her talk explained how cruel the leaders were and helped explain why the people welcomed Castro.

Billy gave more good material on Castro.

Monte explained other things about Cuba, how the youth were discouraged before the revolution about education and the lack of enough food. He explained that 40% of the population is under 18 and that the religion is Roman Catholic.

Then Monte, as chairman, asked for questions. These were asked:

Tim: Who is president now? (Castro)

Curt: Did Castro imprison priests for preaching? (He shot and killed those who opposed him.)

A visitor: Is Castro a dictator or a president? (A dictator)

Cindy L.: Is Cuba a Communist country? (Yes)

A visitor: Please point out the U.S. on the map so we may see its relationship to Cuba. (Tom showed that Miami is only 50 miles away.)

Curt pursued a question of why we don't drop missiles on Cuba and the group explained that this would provoke Russia and perhaps start all-out destruction.

When questions were over, Monte used the brown paper chart to review and pull the whole report together. This was an unusually good report as a whole. This group had less help than any other; their plan of presentation was all their own. The abilities of the members covered a great range.

Day 12

Group presentation - Agricultural Revolution

Eric opened the discussion with Causes under which he included the description of the plow which as a stick was used to scratch the ground, then one pulled by animals and having a few steel parts, and now pulled by tractors. Planting which was just scattering of seeds, then running oxen over the fields, then use of tractors. He explained how tractors changed from use of the steam engine to the gasoline engine. He felt equipment was the main cause of change.

David presented the leaders. He read his material instead of speaking it, his voice was very soft, plus which the janitor was banging garbage cans down the hall. His chart with pictures of four leaders was good. (Burbank, Carver, Deere, Whitney)

Mark explained equipment from colonial times to the present. He spoke fast and his voice was weak, but his material was good.

Dan explained that the change came because of science. One man can farm many acres--the change came from small diversified farms to big, one-crop farms. He gave figures for former days and then told that 19 farmers grow food for 56 city dwellers and 10 overseas. He told of the use of chemistry for new fertilizer, for insect sprays, and new uses of crops--biology for stronger crops and livestock.

Curt explained the outcome. Better farming - 230 per cent increase in tractors. The electric motor's part. The big change in cultivating and weed destruction.

Eric had an excellent table display of a farm of yesterday and of today.

David had samples of wheat hay, prairie hay, etc. and bottles of different grains.

Eric used the overhead to show a chart with the hours of labor per acre from 1831 to 1960.

Mark used the opaque to show machinery, and Dan to show a field with different crops.

Curt used the overhead for a chart of the decline of the use of animals, man hours, and crop land. Also the increase in use of fertilizer, tractors, purchased feed and trucks.

Questions:

What triggered it?
What was the outcome? (Better techniques)
Why was it called a revolution? (Because a change came.)
Why sunflower seeds? (For kids, birds and hamsters)

Day 13

Presentation of Negro Revolution

Cindy L. introduced the study of the Negro Revolution. Susan presented the background of Negro settlement in America and Peggy continued with the background

of civil rights. Lynn showed a chart of the Negro population as stated in 1960. Then she used the opaque to show pictures of Negroes from Time magazine covers.

Peggy explained the origin of the song Kumbaya and told of its present importance. The group sang the song with Susan at the piano.

Cindy explained the trigger which started the revolution--the whites denied rights to the Negroes. She said the equipment for the riots consisted of switchblades, hoses, bottle openers, broken bottles, but didn't mention fire bombs.

Lynn read a report on the Underground Railroad. Susan gave the story of Harriet Tubman and also mentioned other leaders: Rap Brown, Frederick Douglass, Carmichael and Martin Luther King.

Peggy reported on the slums and Cindy showed pictures of the slums after a riot, Medal of Honor winner, girl of Birmingham after the church bombing, civil rights march in Washington, D.C. Then Peggy introduced the song We Shall Overcome and the group marched while carrying Civil Rights signs. Questions followed.

Day 14

Presentation on the Medical Revolution

This opened with a skit showing a doctor examining a patient and recording the results on a computer. When through, the computer said the boy wasn't sick, but just didn't have his homework done.

Barbara showed on the opaque some pictures of things doctors use. A panel then was seated at the table and discussed what is a medical-scientific revolution and will we go to war in this revolution. The group sang Bones.

Betty reported on the history of medical schools from 1800 when there were only two general hospitals for the poor. Jeanne told of the changes in the hospitals of today. Barbara told of medical discoveries. Susan reported on the use of cold for treatment and especially of Dr. Irving Kupler. Then the group seated themselves in a circle and went back to the list on Chart #2 and presented the Causes, Leaders (these were on a chart) the Plan (to stop suffering and extend our lifetime), the Trigger (people suffering and dying), Equipment (medical tools), Help (most doctors and scientists helped), Outcome (still going on). Questions were numerous.

(An interesting sidelight is that the 21st Century TV show on May 5 emphasized the use of computers and the use of cold for surgery).

Day 15

Presentation of the Industrial Revolution

Sandy opened with a drawing and report on steam power. Her report was memorized. The steam engine changed things in two ways: Increased production of goods; improved transportation of those goods.

Other students told of Eli Whitney's role in starting mass production; about automation, its dangers, causes, growth; pictures of old planes and the jet of today, the modern highway, pictures of old cars and the modern electric car. Kurt traced power through from walking, to animal, to steam, to electric, to nuclear. Tim showed the link of industry and national defense.

Questions: Solar power?
Magnetic power as in UFO's.
Nuclear plants?
What part did oil play?

Day 16 Evaluation

Pauline Davies, Teacher
Simmons Elementary School
Aberdeen, South Dakota

EVALUATION

1. Tell what you think <u>revolution</u> means.

   All but three of the thirty pupils said it meant change. Some elaborated on this to say "a change in about anything". One said "Changes, and fighting with guns, and fighting with arguing."

2. Write a few important things you learned about each of these revolutions:

   a. Cuban. Most students mentioned communism, and many mentioned the people who are fleeing to Florida. The general opinion was that the people are not very happy.

   b. Negro. Most mentioned discrimination (citing instances), lack of freedom, riots as a way of getting their demands. The idea of being underprivilieged and being pushed around, getting the worst of everything--these were written about.

   c. Medical. The use of the computer by doctors (this was in the skit and evidently made a big impression.) was told about most often. Some mentioned the new medicines, modern machines, transplants.

   d. Agricultural. Most students seemed to get the idea of change in machinery--a few realized the importance of new crops and of science. The idea of saving the world from starvation was prominent.

   e. Industrial. Some grasped the idea of automation, some the idea of man's resistance to the machine age; the idea of the electric car seemed to fascinate them.

3. Do you think other fifth-graders should study about these revolutions? Give some reasons for or against the idea. You may use the back of this sheet.

   Yes! Fun, interesting, you stay more interested in what you're doing. "It is a change in doing the same old thing every day, every week, every year" (This from a <u>fifth</u>-grader, yet!)

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Negro:

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Young, Margaret B. The First Book of Negroes Age 9 up Watts $1.98

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Boys Life Magazine Nov. 1967 pp 34, 35, 72-75, about Harlem

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Readers Digest, The Negro's Place in the American Dream Apr. 1967

Jones, Escape to Freedom, Random House $3.39

Raftery, Gerald, Slavers Gold ages 10-14 Vanguard $3.95

Richards, Kenneth, Louis Armstrong Childrens Press

Minneapolis Tribune, March 17, 1968 page C-1 Negro Complaints, Minneapolis Answers

RUNAWAY SLAVE, THE STORY OF HARRIET TUBMAN

texts

This is Our Land
One Nation Indivisible
Our Changing Nation and its Neighbors
World Book Encyclopedia

Color Sound Filmstrips to be published by Warren Schloat Productions, Inc. Pleasantville, N.Y. 10570

Negroes--Parts I and II in a set called Minorities Have Made America Great
#303 6 strips 6 records $62.00

They Have Overcome (set) #301
Gordon Parks
Claude Brown
Dr. James Comer
Dr. Dorothy Brown 4 strips 4 records $48.00

Ghettos of America #302
Harlem and Watts 4 strips 4 records $48.00

Exploding the Myths of Prejudice #304
2 strips, 2 films $32.00

The Negro in American History
NEA Publication-Sales Section $7.00

from Stanley Bowmar Catalog (filmstrip)
Harlem, N.Y. a set 3574XR 2 strips, 1 record $15.00
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Time Magazine, Oct. 20, 1967 pages 26-27 End of a Legend (Che Guevara)

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Numerous newspaper articles on current problems in Cuba

World Book Cl to Cz, pages 932-939

Encyclopedia Britannica

This Is Our Land (new textbook)

Getting to Know the Soviet Union

(I found absolutely nothing up-to-date on Cuba in filmstrips.)

Beloved Island, by Alida Malkus, a Cuban family's fight for freedom, for grades 7-9, Chilton, 1967 $4.25 (I did not see this book at all.)

RESOURCE MATERIAL FOR TEACHERS
ROUGH NOTES ON SOME READING ON REVOLUTION

Mathews, Herbert L., Cuba Macmillan, N.Y. 1964

From the Introduction, pages vii and viii, can be gained a good overall view of Cuba's importance.

Page 17--Cuba is in the throes of one of the most drastic and important revolutions in modern history. The Revolution came out of Cuban history; it was made by the Cuban people; it grew out of Cuba's economics, politics, and, in large measure, its relations with the United States.

Chapter VII The Revolution pages 103-118. Miscellaneous notes. In revolution, the old order is destroyed; a new order must be constructed.

Background of Abuses:
Martin regime 1944-1948 and Socarras regime 1948-1952. Both these regimes represented an abuse of patronage, a shameless corruption, inefficiency, internal strife, and little regard for the dire needs of the masses, especially the peasants. Good features in the records--in health, education, housing, public finance, and civic freedoms--were minimized by their weaknesses and immorality.

Influence of Economy:
At all times, Cuban prosperity or depression depends on the size of the sugar crop and the price sugar brings on the world markets. Since the United States was by far the biggest customer for Cuban sugar, the United States was given a decisive influence over Cuba's economy. From the Cuban point of view, sugar was a symbol of the island's subjection to the United States. It made Cuba our "colony". If the Cuban came to see these issues in terms of national dignity, sovereignity, and freedom, he was going to subordinate questions of dollars and efficiency. These feelings contributed to the Castro Revolution.

State of History at which the Revolution takes place:
The Cuban Revolution of 1959 came at a stage of change in modern history. The Communist world, and especially the Soviet Union, had become powerful and industrialized. The underdeveloped nations of Latin America were being offered a choice between a democratic system like ours or a socialistic system. The masses everywhere who had accepted poverty, ignorance, and disease as their inescapable lot, now realized that they, too, were entitled to a decenc life. The great and growing gap between the rich and the poor people, the rich nations and the poor nations, was helping to make this the most revolutionary age in history.

Batista Regime of 1952-1959:
This degenerated to the same stage of brutality, tyranny, and corruption that had characterized the Machado regime in its last years. Cubans estimated General Batista got away with somewhere between $300 million and $500 million for himself. The character of the Batista regime in Cuba made a violent popular reaction almost inevitable--the rapacity of

the leadership, the corruption of the Government, the brutality of the police, the regime's indifference to the needs of the people for education, medical care, housing, for social justice and economic opportunity --all these, in Cuba, as elsewhere, constituted an open invitation to revolution.

The Leader:
Forces were at work in the Cuban drama beyond the control of the Castro regime or of Washington. The leader of a revolution, like a sorcerer's apprentice, conjures up a storm, and it soon becomes a question whether he is directing it or being driven by it. Yet in a real sense the character, form and direction of the Cuban revolution was given by one man--Fidel Castro--who still, in early 1964, dominates the scene. No one man has made such an impact on the hemisphere since the struggle for independence from Spain a century and a half ago. In fact, the then Senator John F. Kennedy, himself, in 1960, compared Castro to Simon Bolivar.

His place in history will be alongside those rare figures whom we recognize as romantic revolutionaries--men who embody all the suppressed yearning forces of their age and give expression to them, but in wild, desperate, destructive, impractical ways.

Youth and Revolution:
40 per cent of Cuba's population is under fifteen years of age. The Cuban Revolution is being made by young men and women. All children are now getting some education. In other material respects--health, food, clothing, housing--poor children are better off. They are being taught trades and given civic responsibilities which they never had. They have even been given military training and guns.

Social revolutions, Cuba's and Mexico's fifty years earlier, are very complicated phenomena whether they become communistic or not. They are agonizing and tragic for the nation that is subjected to their devastating effects. This has been true of every such revolution since the great French Revolution which began in 1789. It is too soon to calculate the long-range effects of the Cuban Revolution.

Revolutionary Economics:
The Cuban Revolution brought about a more equal distribution of wealth by seizing the properties and industries of the wealthy, restricting income, and improving the incomes and living standards of the poor. The first results of destroying the existing economic structure were chaos and a disastrous fall in production. Consumer goods became scarce. Food had to be rationed. Given enough time--perhaps another five or ten years--there could be a decided improvement in the economy. However, if the Marxist-Leninist system does not provide a better life for the people, the Revolution will have been an obvious failure.

The Castro government has attempted to do too much. The lack of realism and sense of proportion was a reflection of the youthful inexperience and amateurishness of the leaders. In their favor, it must be granted that the regime is the most honest one, financially, that Cuba has seen since the American occupation at the beginning of the century.

Influence of Other Nations:
Since so much of the property in sugar plantations and mills, cattle ranches, mines, factories, and public utilities was North American, it stood to reason that Americans were going to be victims. Castro himself did not become a Marxist-Leninist until well after he came to power. Communism to Fidel Castro was never a faith or an ideology; it was an instrument of power, a means to carry out his revolution. The Communists in Cuba had opposed Castro until they saw that he was going to win. Moscow remained suspicious until the conflict with the United States became acute and the Russians realized what an opportunity Cuba presented for a new front in the Cold War. Different U.S. policies might or might not have kept the Castro regime out of the Communist camp. When we closed the door on Cuban sugar, Cuba became economically dependent on the Soviet bloc.

Two Great Events:
The Bay of Pigs Invasion of 1961 and the nuclear missile crisis of October, 1962: the first was a shocking and damaging episode for the U.S. The second recouped much of our lost ground for us. Fidel Castro knew that to give up Communism and the vital economic assistance from the Soviet bloc would be the end of his Revolution. It would also place Cuba once again under the economic domination of the United States.

Future:
The roots of Castro's failure lay in a complete lack of ideology, political experience, training in economics and administration, and in an inability to understand the workings of democracy.

Hancock, Ralph, Mexico Macmillan, N.Y. 1964

Pages 61-83 give good background material on the revolution.

Background of Abuses:
By the end of the third century after the Spanish Conquest there were three fairly distinct groups in Mexico. The ruling class, the wealthy landowners, and the priests were mostly Spanish or white descendants of Spanish immigrants. On the very bottom of the social ladder were the Indians, still landless, uneducated, and overworked. In between were the mestizos. They, too, were mostly poor and uneducated.

Influence of Economy:
It was against the law to make wine in Mexico, because it would compete with wine brought over from Spain. A poor priest by the name of Father Hidalgo tried to raise the living standard of his poor community. He set up a small textile factory, a place for tanning hides, and another for making pottery. He ran a small school and planted vineyards. Spanish officials ordered the Indians to uproot the vines.

Leaders:
In a nearby city a group of scholars and army officers belonged to a secret literary society with mild ideas of reform. Father Hidalgo was invited to join this society and they decided to make a formal declaration of independence at their December Fair of 1810. But word leaked out and the police arrested some of the leaders. Father Hidalgo was

warned and decided to defy the Spanish officers. Within a year, Hidalgo was captured, tried for his crimes and shot on August 1, 1811.

For the next hundred years the country was torn with strife as one leader after another set out to gain control. Even under a president such as Dias the Indians and the poor peons--the great majority of the people--had no more than they had had for centuries. The Indians had less liberty and more poverty than they had ever known, and no education. In the meantime mining for gold and silver increased and foreign oil companies pumped out millions of dollars' worth of oil. Finally in May of 1911 Diaz and a few of his followers knew that the time had come to flee or risk execution in the revolution that was to boil over.

After Diaz, Mexico was governed first by Francisco Madero, who initiated the Revolution of 1910, and in doing so kindled a "torch" that was to burn in Mexico and throughout Latin America. But one of his generals seized power and had Madero shot. Seventeen months later several different groups began a march on the capital. Venustiano Carranza, governor of Coahuila, beat all the others in the race to the capital and proclaimed himself the "First Chief of the Revolution". In 1917 a constitution was written granting rights long sought by the peons and labor class of Mexico. It also made education the responsibility of the state and not of the Church. Another major change introduced by the Constitution had to do with breaking up huge estates, and declaring all mineral and oil rights the property of the Mexican people.

Revolution Means Change:
Change and conflict. The conflict involved in our American Revolution lasted only a few years. The Revolution in Mexico has brought many changes, but it has been going on for many years. It has taken time to accomplish changes, because not all the leaders were strong. Today Mexicans speak of this long period of struggle as the Revolution. And the strongest political party is the Revolutionary Party.

Many of the early revolutionary leaders were students of history, and they learned much from our revolt against England. They also read our Constitution. Since WW II, Mexican industry has been aided by United States investments. We have also given employment, education, and citizenship to thousands of Mexicans who have come to the U.S. in recent years. Communists have tried for years to grab control of the Revolution, but have had little success. Health habits of the people have been changed. Education has been enlarged--the Department of Education receives the largest share of the national budget. The government helped factory owners to expand by providing easier taxation and better transportation. The use of government land for factory sites was freely given. Modern, hard-surfaced highways were built with an eye for scenic beauty. They took a firm stand against the power of the Catholic Church.

Contributed by
Pauline Davies
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REVOLUTION
LESSON 1

CONCEPT: A revolution is a complete or marked change in something or in ideas.

OBJECTIVE: To develop thinking and ideas about the concept revolution

PROCEDURE:

A. Arrange children in groups of 3. Children will choose their own chairman.

B. What is a Revolution? On your paper write down your ideas. As children give them orally write them down using overhead to share ideas. Any questions which cannot be solved? Write down and ask who would like to help solve them.

C. In your working group formulate 5 basic concepts of a revolution. Put these ideas on large newsprint in most effective manner. Circulate among children helping them with ideas, spelling, etc.

D. When finished with group discussions bring the class together. Using the easel have a representative from each group show the concepts they thought most fitted the idea of a revolution. Evaluate these ideas.

E. Assign one of the following ideas of a revolution to each of the groups:

Transportation
Agriculture
Industry (Basic Social Studies 6)
Education
Clothing
Government
Science
Arts (music, art, architecture, dances, etc.)

Each group compile a report on paper and using pictures, graphs, cartoons, or realia, back up the changes that have been witnessed in the eight categories listed above. If someone in another group has material for other categories, please bring to school and share.

MATERIALS: Dictionaries, reference books, pencils, paper, crayons, overhead projector, water soluble pens, transparencies, large newsprint and easel.

REVOLUTION
LESSON 2

CONCEPT: Revolutions in government were a part of the past and are a part of the future.
Evidences of the Industrial Revolution are everywhere and continual.
New ideas in agriculture, science, clothing, transportation, education, and the arts are emitting cries of revolt.

OBJECTIVE: To discover the many areas of revolution in our society which began many years ago and have continued.

PROCEDURE:
A. Have each group give their report on the area they were assigned, using any type of materials.
B. Each day take time to have questions from day before answered and assign new questions or unanswered inquiry.
C. Assignment. Work in original groups. Read about assigned American Hero, real or fictitious. Prepare questions about hero, such as what lasting effect did he leave on his country? Plan a skit about this hero (costumes may be used.) Prepare questions which can be answered by drawing conclusions from play but which were not directly stated in the play.

Heroes and possible resources

Joseph Preble - Life in America
Benjamin Franklin - Our Country
Samuel Adams - Great Names in American History
Haym Salomon - Great Names in American History
George Washington - Our Country
Alexander Hamilton - Great Names in American History
Thomas Jefferson - Our Country
John Paul Jones - Our Country

Stress the importance of portraying an incident which had a lasting effect upon the people of America or which had a strong influence on the colonists of their time. Circulate from group to group listening and making suggestions when asked for help.

MATERIALS: Written reports, pictures, graphs, cartoons, or any realia describing assigned area of revolution.

Great Names in American History, Eibling, King, Harlow.
Life in America, Past and Present
Our Country

REVOLUTION
LESSON 3

CONCEPT: Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

OBJECTIVE: To become acquainted with American heroes of the period of the American Revolution.
To learn what consequences these heroes had on America.

PROCEDURE:

A. Have children arranged in their groups. One member presents the questions from all in the group. Any other questions? Each group acts out its episode of American hero. Then ask planned questions that they can answer from drawing conclusions.

B. Pass out worksheet from Knowing our Neighbors in the U.S. and Canada and the other books listed under materials needed. Also, any other references from home are fine.

EVALUATE: Children in costumes, carrying banners, and other props created an atmosphere of loyalty to a new democratic idea. Pictures were drawn on the board, dummies were clipped to the wall, and in many instances the imagination had to be stretched to visualize John Paul Jones in his great moral and naval victory, Washington leading his poorly equipped army, Preble having a secret meeting with the Sons of Liberty, or Salomon showin other ways of helping the new country besides by fighting.

MATERIALS: Worksheets, Knowing Our Neighbors in the United States and Canada, (pages 151-154), Life in America, Past and Present (109-114), Great Names in American History, Our Country, Chapter 14, Your People and Mine (pages 157-158), In These U.S. and Canada (pages 107-109), Exploring The New World (pages 190-191), and The Changing New World (pages 88-91).

REVOLUTION
LESSON 4

CONCEPT: One event after another built up strong feelings on the part of the colonists.
In spite of differences among settlers, they shared the common belief that Britain had too much control.

OBJECTIVE: To be familiar with the geographic location of dispute.
To understand how events in one place affect the lives of people in other places.
To develop thinking about the causes of a revolution, particularly the American Revolution.

PROCEDURE:
A. Any questions from yesterday?
B. Go over worksheet, writing answers on transparencies. Use a few questions.
C. Assign for next day - Divide the class in half to take these two stands: England had a right to tax colonies or England did not have a right to tax colonies. Debate. Read parts from Our Wonderful World to give them both sides of the issue. Many or most of them have never felt sympathy for anyone but the colonists.
D. Read the verse, page 107, In These United States and Canada, "The Road to War", possibly written by Benjamin Franklin.

MATERIALS:
1. Knowing Our Neighbors in the United States and Canada
2. Other texts listed in lesson #3
3. In These United States and Canada
4. Overhead - worksheets

REVOLUTION
LESSON 5

CONCEPT: Acts and events have consequences; causes are rarely simple.

OBJECTIVE: To learn there are usually two sides to an issue.
To learn there are no easy solutions when a controversy arises.

PROCEDURE:

A. Debate the issue, "Did England have the right to tax colonies?" Have one from the affirmative and then one from the negative give views. Continue taking turns. Have a previously appointed secretary from each side recording ideas. Then put these on the board and evaluate both sides.

B. Children made cartoons to go with their division.

C. Listen to the tape "Taxation Without Representation" (obtained from the University of South Dakota).

MATERIALS: Our Wonderful World Encyclopedia
Tape - Taxation Without Representation from KUSD No. WMAF 16
Life in America Past and Present p. 111.

REVOLUTION
LESSON 6

CONCEPT: Revolutions in government are usually stimulated by people who are dissatisfied with the old form of government.

OBJECTIVE: To form basic, orderly facts pertaining to the geography, history government, and human relations of the pre-American Revolutionary period, 1763-1774.

PROCEDURE:

A. Review causes of any revolution, what is a revolution? Where can they take place? Why do they happen? What can we expect? Does geography or location have any relation? Does economics? Does past history? Do the feelings of the people? Does the government?

B. Introduce film, "Dawn of the American Revolution: A Lexington Family". This film brings out background events. Ask some critical thought questions whereby children can come to conclusions by watching this film. Do not stress dates. Remember to acknowledge products, etc. (Good lighting and seating are important.)

C. Show film

D. Question and answer period following film. If children have questions not answered in the film, this will be a good opportunity for interested research.
Example 1: What are some personal hardships caused by war?
Example 2: Why did the young boy feel like an American?
Example 3: How do you think he felt watching the Boston Tea Party?

E. Conclude by reading poem, "Before the Guns Began Firing" by Benet. This poem may be found in <u>In These United States and Canada</u>, page 110.

MATERIALS: Film, projector
<u>In These United States and Canada</u>, p. 110

REVOLUTION
LESSON 7

CONCEPT: Acts and events have consequences, (cause and effect).
History is a record of struggles between people and groups who favor and those who oppose change.
Human beings are, in part, a product of their culture.

OBJECTIVE: To create an atmosphere of 1775 by reading poetry.
To show a hero of colonial culture.
To think of ways disputes may be settled between people and groups with different beliefs.

PROCEDURE:

A. Begin by reading "Midnight Ride of Paul Revere" by Henry W. Longfellow. Have some of the words in the poem on the board and discuss their meanings before reading the poem.

B. Prepare notes from pages listed on pages under materials listed. This material pertains to the Boston Massacre and the Second Continental Congress.

C. Use Our Wonderful World Encyclopedia (Groliers) to demonstrate British and American versions.

D. Dismiss groups of children to Paul Revere's Record.

E. Use filmstrip on George Washington. This will show styles, cultures, loyalty, and type of patriots in the colonies at this time.

F. Evaluate.

G. Have a child read the short verse by Ralph Waldo Emerson from the text in These United States and Canada (Heath).

MATERIALS: Knowing Our Neighbors in the U.S. and Canada guide p. 18 and 155.
Filmstrip George Washington (Encyclopedia Britannica)
Our Country, p. 183
The Changing New World, p. 91-93
Exploring the New World, p. 192-195
Life in America, p. 114

REVOLUTION
LESSON 8

CONCEPT: In spite of differences in opinions, American colonists came to a common understanding concerning democracy.

OBJECTIVE: To become familiar with one of the greatest American documents, the Declaration of Independence.
To think about the unusual features of the Declaration.
To conclude the Declaration made lasting effects upon people in the past, present, and hopefully in the future.

PROCEDURE:

A. Have the Declaration of Independence from the Liberty Collection on display.

B. Read parts of the Declaration from the guide in Knowing Our Neighbors, page 20, to show the pupils the hope and inspiration it has given and still gives to people throughout the world.

C. Dramatize the 2nd Continental Congress. Assign boys in the class to be different members represented at the Congress. The Declaration signing would also be impressive.

D. Use the tape, "All Men Are Created Equal."

E. Assign reports for 14 major battles to use in Lesson 9.

F. Pass out worksheets covering pages 154-156 or any outside reference on the table or at home.

MATERIALS: Our Country, pp. 188-189
Knowing Our Neighbors in the U.S. and Canada, pp. 154-156
Tape - WMAF - 17 "All Men are Created Equal."
Exploring the New World, pp. 192-195
Worksheet

REVOLUTION
LESSON 9

CONCEPT: The hardships and tragedies of war bring a nation and its people together.

OBJECTIVE: To become familiar with facts pertaining to the war years of the American Revolution.

PROCEDURE:

A. Read from Our Country, page 197, about a Revolutionary hero, Nathan Hale, does anyone know anymore about Nathan Hale?

B. Put copy of map on overhead and pass out copies of map to the children. As battle reports are given in their proper sequence write their location on the map. What was at stake at each battle? Discuss how war plans are sometimes tied to nature's landscapes. Books listed under materials needed will help the teacher placing battles and dates in proper place and order.

C. Go over the questions on worksheet. Do not expect definite answers or do not expect everyone to agree on the answers. The important thing is that the children are thinking and reasoning and not remembering people, dates, and places.

D. Remind the children that the next lesson will be a writing assignment. Start thinking of themselves as statesmen or editors. They will be writing editorials or speeches. Whatever you plan, remember freedom of speech and freedom of the press should not be abused.

MATERIALS: Exploring the New World, pp. 196-201
The Changing New World, pp. 95-97
Life in America, pp. 115-119
Knowing Our Neighbors in the U.S. and Canada, pp. 157-160
In These U.S. and Canada, pp. 113-120

REVOLUTION
LESSON 10

CONCEPT: Freedom of speech and freedom of the press are two great principles from the Revolutionary Period.

OBJECTIVE: To understand the feeling of a dissatisfied people who were seeking a change.

PROCEDURE:

A. Start the class by showing the book, Yankee Doodle, and then all singing the song.

B. Have a report on Thomas Paine from Our Country or any other reference. This is quite timely since a stamp has just been made in his honor.

C. Write a short editorial or speech about any period of the Revolution - any viewpoint.

D. Read or give orally.

E. As an audience feel free to respond as a loyalist (Tory) or as a patriot (Rebel).

F. Evaluate.

G. Allow some time to debate: Is independence the only way to settle dispute with the Mother Country?

MATERIALS: Yankee Doodle by Dr. Richard Schackburg
Our Country, p. 188

REVOLUTION
LESSON 11

CONCEPT: War is costly in lives and money.
Geographic features affect battle plans and results.

OBJECTIVE: To review the relationship between the landscape and war plans.
To review major areas of the war years.

PROCEDURE:

A. Review major issues of the War Years.

B. Introduce film.

C. Questions, answers, evaluate.

D. This film covered the War Years so it will reinforce their battle reports.

E. Worksheet for tomorrow covering setting up a new government. Use own text or any available material on the table, at home or the library.

MATERIALS: Movie "The War Years" from Coronet.
Knowing Our Neighbors

REVOLUTION
LESSON 12

CONCEPT: People set up our government, a man-made resource.
The colonists avoided a strong government.

OBJECTIVE: To learn how our government was established.
To think about the purpose of the different governing bodies.
To think of the ways a democratic government is preserved.

PROCEDURE:

A. Assign the first ten amendments and following amendments added to the constitution for simple brief explanations for tomorrow.

B. Have Preamble read and discuss what it means. Why were amendments added.

C. Go over the assigned questions concerning forming a government.

D. Conclude the lesson showing the Bill of Rights filmstrip. This is a very effective and clearly demonstrated filmstrip.

E. The Constitution and the Bill of Rights can be thought of as living documents.
Important current events which relate to provisions in both are often mentioned in magazines, radio, TV, and weekly school papers.
Select and discuss a current event for Lesson 13 so that both these documents can become living, functioning influences on the lives of the people today.

MATERIALS: Our Country, p. 199
The Changing New World, p. 98
In These United States and Canada, p. 121
Knowing Our Neighbors, p.164
Exploring the New World, p. 202
Bill of Rights Filmstrip - Film Strip of the Month Club, Inc.

REVOLUTION
LESSON 13

CONCEPT: The Constitution became the Supreme Law of the Land.
The past lives in the present.

OBJECTIVES: To learn how the Constitution and the Bill of Rights are living documents.
To think about changes made in the Constitution since it was adopted in 1789.

PROCEDURE:

A. First have a discussion on the first ten amendments. Why was there so much difficulty in getting them adopted?

B. Then continue with other amendments added since 1789. Does this mean our constitution in 1789 wasn't well planned?

C. Have current events which relate to provisions in the Constitution and the Bill of Rights. If possible try to relate the article to a specific amendment.

D. Questions and evaluate.

MATERIALS: Current Events
Reports on Amendments to the Constitution

REVOLUTION
LESSON 14

CONCEPT: Change is inevitable, sometimes seen and sometimes unforeseen.

OBJECTIVE: To draw conclusions about the American Revolution.
To compare the causes and the results of this war with later and present conflicts in the world.

PROCEDURE:

A. General overview of the past 13 lessons.

B. Preparation for film, "The American Revolution: Post War Years".

C. Questions and evaluations following film.

D. (Teacher) Have major concepts in tentative guide been covered so that all the disciplines were included?

E. What are some things that you think nations can do today to prevent wars?
What national monuments, holidays, etc., make history a living past?
When Washington was a boy, he copied into his notebooks some rules to live by. What rules would you write to live by to become a good citizen?
How are our school clubs a form of government? What qualifications do you vote for? Are good followers necessary?

F. Record of Washington's Inauguration.

G. Divide class into five groups for skits covering some of the highlights.
Suggested areas:
Sons of Liberty
Paul Revere
Valley Forge
Writing the Constitution
Washington's Inauguration in New York

These will be used tomorrow as a culminating activity.
Show pictures enlarged by children with opaque demonstrating areas of period.

REVOLUTION
LESSON 15

CONCEPT: Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

OBJECTIVE: To test understanding of the basic causes and results of the American Revolution.

PROCEDURE: Present the skits assigned in Lesson 14.

Mr. Assad Barari, from Iran, talked to the children about past history, problems, education, and changes that have taken place in his country. He is working on his doctorate in education at the University of South Dakota.

(We fail to use resources all around us. There are many people in common walks of life who could greatly enrich our curriculum.)

Mrs. Mary Cisar
Jolley Elementary School
Vermillion, South Dakota

Unit - REVOLUTION - Grade 5

LIBRARY RESOURCES

AMERICA IS BORN: A HISTORY FOR PETER, Gerald White Johnson, $3.95, Morrow, 1959

AMERICA GROWS UP: A HISTORY FOR PETER, Gerald White Johnson, $3.75, Morrow, 1960

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